Draft
National Unit Specification

Unit title: Music: Composing Skills (National 5)

SCQF: level 5 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to allow learners to explore and experiment with a range of compositional techniques. On completion of the Unit, learners will be able to use a range of compositional techniques while creating their own music. Learners will creatively apply their understanding of musical styles and the social and cultural influences on music in their work.

Learners who complete this Unit will be able to:

1 Understand a variety of simple compositional techniques
2 Create original music

This Unit is a mandatory Unit of the Music (National 5) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provides advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- Music (National 4) Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Unit Support Notes.*

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Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Understand a variety of compositional techniques by:

1.1 Identifying the key features of two creative compositional approaches
1.2 Understanding the creative impact of the composers' choice of melody, harmony, rhythm and musical structure

Outcome 2

The learner will:

2 Create original music by:

2.1 Selecting a musical context, style, genre or theme
2.2 Using specified music concepts and musical features creatively to convey musical intention
2.3 Developing original music using creative combinations of melodic, harmonic, rhythmic and structural compositional techniques
2.4 Developing original music that makes musical sense and which use music concepts and compositional approaches creatively to realise creative intentions

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

In this Unit, Evidence Requirements are as follows:

- understanding of the distinctive features of two compositional approaches
- creative original compositions, arrangements or improvisations
- creative decision making and the imaginative use of musical concepts and compositional structures

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes.*

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Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Literacy

1.3 Listening and talking

3 Health and wellbeing

3.1 Personal learning

5 Thinking skills

5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work.* The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes.*

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Administrative information

Published: August 2011 (draft version 1.0)

Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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